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ABSTRACT

In response to a situation in which limited-English-proficient Haitian students were found to have behavior problems, anxiety, depression, low motivation, low energy, and underachievement, attributed to low self-esteem, a project was undertaken to improve student self-concept and achievement. Ninth- and tenth-grade Haitian English-as-a-Second Language (ESOL) students (n=100) were first administered a county oral language test, a written English test, the Piers-Harris self-concept scale, and a behavioral checklist as pretests. Subsequently, ESOL techniques were implemented in concert with self-concept-enhancing group activities, games (soccer, basketball, volleyball), filmstrips, television viewings, tape recordings, field trips, and an inter-ethnic group fair. At the end of the academic year, the students were re-tested with the same measures, and results indicated improved self-esteem, classroom behavior, and learning ability. Appended materials include the written English test, behavior checklist, practicum implementation/log form, a description of language proficiency levels, a letter to parents, a checklist for parents to help their children in school, class work samples, and a field trip permission slip. Contains 30 references. (MSE)

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ED 384 245

STRATEGIES TO IMPROVE THE SELF-ESTEEM OF NINTH AND TENTH GRADE HAITIAN LIMITED ENGLISH PROFICIENT STUDENTS THROUGH A SELF-CONCEPT PROGRAM

By

Joseph C. Bien-Aime

Cluster 49

A Practicum II Report presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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Date of Final Approval of Report

Georgianna Lowen
Dr. Georgianna Lowen, Adviser

ACKNOWLEDGEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

Joseph C. Bien-Aimé

Joseph C. Bien-Aime

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ABSTRACT

Strategies to Improve the Self-esteem of Ninth and Tenth Grade Haitian Limited English Proficient Students Through a Self-concept Program.
Bien-Aime, Joseph C., 1995: Practicum Report, Nova Southeastern University, Ed.D. Program in Child and Youth Studies. TESOL/Secondary Education/Limited English Proficient Student/Self-esteem/Self-concept/ Self-image/Self-motivation/Self-understanding/Self-expression/Value Clarification/Self-realization/Self-confidence/Self-determination/Self-actualization/ Behavior Development/Personal Autonomy/Role Perception/ Need Gratification.

This practicum was designed to help improve a self-esteem problem which is common and widespread in classes where there are limited English proficient Haitian students. These students exhibited low self-esteem in the classroom. The low self-esteem caused them to demonstrate behavioral disorders such as anxiety, depression, lack of motivation and energy. They were not making any progress academically. Their parents alone could not find a solution to this problem.

Therefore, the writer designed this program to help improve these students' self-concept and increase their academic performance in the classroom. The students were given the Dade County Oral Test, a written English test, the Piers-Harris Self-concept Scale, and a Behavioral Checklist as pretests to determine their exact entry level at the beginning of the program. Their scores were very low. The writer implemented ESOL techniques and his own teaching strategies in order to enhance these students' self-esteem and learning skills. In order to accomplish the program goals and objectives, the writer utilized self-concept group activities, games such as soccer, basketball, and volleyball, film strips, television viewings, tape recorders, field trips, and an interethnic group fair.

The students took a midterm test in the fourth month, a test in the sixth month of the implementation on the materials covered. At the end of the program they took the same pretests mentioned above as posttests. Their scores were higher. The results indicated a great improvement in self-esteem, in classroom behavior, and in learning ability. Therefore, the writer concluded that the program was useful to help solve his students' problem.

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CHAPTER I

INTRODUCTION

Description of Community and Writer's Work Setting and Role

This practicum was conducted in the writer's work setting which is a public high school located in a large metropolitan city in the southeastern section of the United States. The school is located in a low socioeconomic neighborhood which had a student population of 2,500 and a staff of 170 teachers. The teachers and student population represented Black, White, Hispanic, and Haitian backgrounds, with the majority of the students being Haitians.

Many of the Haitian students were refugees who came to the United States with their parents seeking political asylum. This community is in a quiet residential neighborhood of families living in single unit houses, apartments, condominiums, and projects. It used to be a predominantly White neighborhood. Now a breakdown of this community's ethnic diversity is 70% Haitian, 20% Black American, six percent Hispanic, and four percent Caucasian.

The school provides an English For Speakers of Other Languages (ESOL) program designed to help

non-English speaking students learn English as quickly as possible. There were 11 ESOL teachers at this work setting. The writer was one of them.

The writer taught three classes of ESOL Level 1 and two classes of ESOL Level 2 at his work setting. There were 20 students in each class. So, the writer served a total of 100 students per day.

The writer had been working at this work setting since the beginning of the school year. In his role as an ESOL teacher, the writer found a problem that needed evaluation and correction: the lack of self-esteem exhibited by his students who misbehave in the classroom and did not progress academically.

This problem created difficulties for the teacher and the school's administrators. The school lacked the parents' support. The parents did not participate in school-centered interests such as the parent-teacher association and parent-teacher conferences.

The writer informally contacted other teachers in the school. From the teachers' commentaries, the same problem was generally recognized.

The information related here somewhat summarized the situation concerning the problem of the students in

the writer's classroom. Thus, the writer, as a responsible teacher, obviously realized that a workable solution to his students' problem was urgently needed.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

The problem in the writer's class dealt with 100 ninth and tenth grade Haitian ESOL students who demonstrated bad behavior in the classroom and did not progress academically. The problem was that those students exhibited low self-esteem in the classroom.

Problem Documentation

These students, who spoke little or no English, recently came to the United States. Previous low grades in class activities, low ESOL test scores, interviews with the students themselves, statements of other teachers in the school, and observations of the students expressing feelings of profound discouragement toward learning in the classroom indicated that the problem was real.

The following table contains the hard data to prove the students' low academic performance in the classroom due to their lack of self-esteem.

Table 1

Students' Most Recent ESOL Test Scores, Grades, and ESOL Levels

No. of Students	Oral Test Score	Written Test Score Out of 100 Total	Grade	ESOL Level
25	9 pts	48	F	2
20	6 pts	46	F	2
30	8 pts	50	F	1
25	5 pts	43	F	1

The questionnaires used for the oral test are included in the Dade County Public School Oral Language Proficiency Scale. The questionnaires used for the written test designed by the writer are included in Appendix A.

Causative Analysis

The causes of the problem were as follows:

1. The degrading way American television shows the Haitian refugees fleeing their country in little sailboats. They are then arrested and jailed by immigration officials upon their arrival in Florida.
2. Students' lack of acceptance on the part of some of their American peers who constantly tease them by using the word Haitian as a curse to lower them.

3. Students' lack of acceptance on the part of some English-speaking Haitian peers who make the writer's students believe that being in the ESOL program is demeaning.

4. Some teachers' lack of sensitivity to the ESOL students' cultural backgrounds.

The teacher observed the following:

1. The students were not accepted by some of their American peers.
2. The students were not accepted by some of their English-speaking Haitian peers.
3. The students had behavior problems in the classroom and failed to participate in class activities.
4. The students never completed the required assignments.
5. The parents were unable to help improve the students' behavior in the classroom.

Relationship of the Problem to the Literature

1. Students' Lack of Role Models

Many of these students live with single parents. They go home after school and find no adults to tell about the events of the day at school. Their parents

are still at work, and these students stay home alone for a long period of time (Charles, 1991).

2. Students' Difficulties Coping with the American Curriculum

The ESOL students have great difficulties coping with the American curriculum because of less familiarity with scholastic materials and culture shock. They are confronted with materials which they cannot understand in a system from which they feel alienated. Many of these students experience feelings of profound discouragement and, as a consequence, will drop out of school prematurely (Charles, 1991).

3. Change in Students' Social Environment

Students who change from one school environment to a new one may show losses of self-esteem according to the degree of acceptance on the part of the students at the new school environment (Harter, 1992).

4. Parents and Friends' Opinions About the Students May Increase or Decrease Their Self-Esteem

The students' self-esteem is high when parents and friends think highly of them. When parents and friends think lowly of them, their self-esteem is low (Hakuta, 1986).

5. Parents' Lack of Formal Education

A Haitian author, Rincher (1990), conducted a study on Haitian refugees living in Miami. In this study, the author states that many of the refugees are peasants who were living in the rural areas in Haiti and did not have the chance to get an elementary education due to lack of money and lack of public schools in those areas.

According to the author, the parents' lack of formal education has an impact on their ability to raise their children properly and surely causes the children to exhibit low self-esteem.

6. Parenting Styles and Family Interactions

Pusch (1990) discusses the parenting styles and family interactions in the Hispanic community in Florida. According to the author, Hispanic students exhibit low or high self-esteem depending on parenting styles and patterns of family interaction.

7. Bilingual Students' Lack of Interest in School

Seelye (1987) discusses the bilingual students' poor behavior and performance in the classroom. The author believes that in teaching the bilingual students, one should take into consideration what they

bring with them in terms of language, educational academic background, and culture. The lack of sensitivity to the bilingual students' condition lowers the students' self-esteem and impairs their ability to learn in class.

8. The Causes of Low Self-Esteem Among African-American Students

Barnes (1990) discusses the causes of low self-esteem among African-American students. He indicates that school effects obtained with minority youth point to social policy implications. According to the author, racially integrated schools typically produce deficits in self-esteem for African-Americans. He argues that school integration alone was not sufficient. Rather, school integration will be successful only to the extent that there is an accompanying national policy of political and economic integration, as well as a pattern of housing desegregation.

9. The Self-Concept of Black Americans

Gordon (1988) discusses ethnic differences in identity formation. He focuses on African-American youths, who, from historical and sociocultural

perspectives, have faced real restrictions limiting their occupational choices. The author affirms that the lack of Afro-American heroes to admire causes the young Afro-Americans to demonstrate low self-esteem.

10. The Social and Affective Development of Black Children

Hare (1990) argues that education is the primary means for achieving opportunity and equality. He notes that if school work is congruent with a Black student's cultural commitments, his self-esteem will not suffer.

11. Black Identity: Rediscovering the Distinction Between Personal Identity and Reference Group Orientation

Cross (1989) discusses the causes of disillusionment, alienation, and low self-esteem among African-American students. He indicates that Afro-Americans have been relegated to the lowest rungs of the socioeconomic ladder, a status that constricts their choices of potential identities, as is evidenced by the fact that the greatest number of Afro-Americans occupy the identity status of foreclosure.

12. Ethnic Identity Search and Commitment in Black and White Eighth Graders

Phinney (1988) reveals that Black and White adolescents clearly distinguish between their true and false selves. They are most likely to display false-self behavior in romantic or dating situations and with classmates, and least likely to display it with close fiends, while the level with parents falls in between. This kind of behavior, according to the author, is an indication of low self-esteem.

13. Self-Concepts Among Afro-American Students in Racially Isolated Minority Schools

Powell (1990) affirms that dissonance invariably leads to a pattern of disillusionment, alienation, and low self-esteem among African-American students. The author suggests that one needs to consider the congruence between the educational goals and strategies of parents and school administrators to help improve the self-esteem of Afro-American students.

14. Self-Esteem and Achievement of Black and White Adolescents

Simmons (1991) discusses the difficulty that many young adolescents have in making the transition from

elementary school to junior high school. The author suggests that an earlier transition to middle schools, particularly ones that are smaller in size than typical junior high schools, may offset the debilitating effects on self-esteem.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the program was that ninth and tenth grade Haitian ESOL students would improve their self-esteem.

Expected Outcomes

The following outcomes were projected for this practicum:

1. The students will get along with their American and English-speaking Haitian peers, and other teachers.
2. The students will develop a good self-image.
3. The students will develop a positive feeling about learning in the classroom.
4. The students will improve their class work scores and test scores.
5. The students will participate without fear in all class and school activities.

Measurement of Outcomes

The writer was to use the Piers-Harris Children's Self-Concept Scale and a teacher-made Behavioral Checklist as pre/posttests. The students took a

pretest at the beginning of the program, a midterm test in the fourth month, a test in the sixth month, and a posttest at the end of the eighth month.

In addition to the Piers-Harris Self-Concept Scale and the Checklist of Behaviors, the writer also was to use the Dade County Oral Language Proficiency Scale, and a teacher-made written English pre/posttest (Appendix A) to evaluate the students' academic performance in the classroom at the beginning and at the end of the program.

The Piers-Harris Self-Concept Scale is a self-report inventory. It is a set of 80 statements which help the educator determine the way the student feels about himself or herself. The students will answer Yes or No for each statement. Each statement is personal. There are no right or wrong answers. By answering Yes or No, the individual student can tell the teacher how he or she feels about himself or herself.

The Piers-Harris Self-Concept Scale will apply to: Outcome 1 - Statements 1, 33, 49, 51, 55, 57, 63, 67, and 69 concern the students' positive attitude toward their peers.

Outcome 2 - Statements 2, 12, 9, 16, 17, 18, 19, 21, 23, 24, 27, 29, 30, 33, 49, 52, 70, 79, and 80 concern the students' positive self-image.

Statements 5, 16, 17, 18, 21, 23, 24, 27, 30, 33, 42, 49, 51, 52, 58, 60, 63, 67, 70, 79, and 80 mainly apply to outcomes 3, 4, and 5. These statements concern the students' good participation in class and school activities, and their positive feeling about learning.

The Checklist of Behaviors (Appendix B) is a set of 20 statements which help the teacher determine whether the student's self-esteem is high or low. Each student will answer Yes or No for each statement. Both the Piers-Harris Self-Concept scale and the Checklist of Behaviors were to be used to determine whether each student's self-concept was high or low at the beginning and at the end of the program's implementation.

The writer's English test was a written test. It contained 100 questions. There were 20 questions covering the verb to be; 10 covering the plural form of nouns; 10 covering the indefinite articles a, an; 10 covering the present progressive form; 10 covering the opposites, 10 on the prepositions in, on, at; 10 on the

demonstrative adjectives this, that, these, those; 13 on vocabulary, and 7 on the days of the week. Each question was worth one point. Its administration time was 40 minutes.

The Dade County Oral Language Proficiency Scale was an oral test which contained 43 questions. It took 15 minutes for its administration. It tested comprehension, grammar, vocabulary, and pronunciation. Each student was to be tested individually.

The Dade County Oral Language Proficiency Scale used by the writer is a mandatory test which the Dade County School Board requires all ESOL teachers to use to assess the student's ability to produce standard grammatical and phonological features when speaking English.

The writer had to use a teacher-made written English pre/posttest to assess his students' ability to write English and to comprehend standard grammatical and phonological features when reading because he could not find any available commercial English reading comprehension test which was appropriate to do it.

The teacher's tests were valid because they were made from the textbooks recommended by the Dade County

School Board and measured exactly what they intended to measure. They measured the class progress and determined any deficiencies which needed to be remediated. They were reliable because all the materials which the students needed to know in order to move to a higher ESOL level were included in them.

The writer's test and the Dade County Oral test were given to the students at the beginning of the program to determine their exact ESOL level. Both tests were to be given to the students at the end of the program to evaluate their total progress in English.

The internal structure and the specific details of the program are discussed in "Solution Strategy," the next chapter of this practicum.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem in the writer's class dealt with 100 ninth and tenth grade Haitian ESOL students who demonstrated bad behavior in the classroom and did not progress academically. These students were in ESOL levels 1 and 2. The problem was that they exhibited low self-esteem in the classroom.

In the literature review the writer has touched the domains of competence contributing to self-esteem, the nature of the adolescent self-concept, the domains of self and identity development, self-esteem among ethnic minorities, and ways to enhance students' self-concept in the classroom. The writer gleaned useful information and various possible solutions from the following:

1. Hakuta (1986) discusses the origins and causes of low self-esteem in children and adolescents. The author believes that the child or the adolescent perceives himself or herself according to the way he or she is treated by the parents and the peers.

2. Charles (1991) focuses on low self-esteem of Haitian students in Dade County's public schools, and the reasons that force some of them to discontinue their high school education. The author thinks that the Haitian students' low self-esteem is mainly caused by their lack of role models in their new environment.

3. Canfield and Wells (1988) describe 100 ways to enhance self-concept in the classroom. They compiled several self-concept activities that the educator can use to improve students' self-esteem.

4. Samuels (1987) defines self-esteem and discusses the ways to enhance it in young children. According to the author, parents should start working on their children's self-esteem during their preschool years.

5. Leonetti (1990) explains the significance of students' low self-esteem in the classroom. The author affirms that a student's low self-esteem impairs his or her ability to learn.

6. Drummond and McIntire (1987) indicate many factors causing low self-esteem in children. They conducted a study consisting of 144 fourth graders (72 boys and 72 girls) to investigate the relative contributions of selected personality characteristics, school

achievement, intelligence, sex, and ethnic background to self-concept.

The criterion instrument used in this study was the Piers-Harris Children's Self-Concept Scale, which is a self-report inventory. McIntire and Drummond (1987) reported Kruder-Richardson coefficients ranging from .78 to .90, and test-retest coefficients from .71 to .77.

The Children's Personality Questionnaire (CPQ) was administered to measure 14 components of personality. Intelligence was assessed by the Otis-Lennon Mental Ability Test (OLMAT) and achievement by the SRA Achievement Series.

Step-wise multiple regression was computed with the Piers-Harris Self-Concept score as the dependent variable and the scales of the CPQ, SRA, OLMAT, ethnic status, and sex were the independent variables.

At the end of this study, personality variables were determined to be more predictive of self-concept than achievement ability or demographic factors.

In assessing the program, Drummond and McIntire (1987) recognized the importance of the class or group environment and the need for counselors and teachers to

understand the dimensions or components of self-concept and the behaviors that are related to it.

7. Borba and Borba (1986) strongly advocated the need to develop students' self-respect in order to improve their academic performance in the classroom. In the introduction of their book, Borba and Borba (1986) discussed a list of characteristics developed by Coopersmith that may help parents and teachers recognize children with low self-esteem. They put emphasis on students who are fearful and timid, bossy and aggressive, unable to make decisions, expect failure, and reluctant to express opinions.

8. Berne (1987) provides a list of strategies that educators can use to help students recognize their self-worth. The strategies are as follows:

> (1) When working with children who are extremely fearful in new situations, educators must take the initiative to make the new situation as comfortable and interesting as possible. The children who are fearful of new situations need to be constantly reminded of new successes. (p. 56)
>
> (2) When working with children who have difficulty making friends, they should be placed

in situations in which friendships can grow through their natural abilities. (p. 56)

(3) When working with children who stand up for others and not themselves, reverse the situations and ask them what would they do in the same situation. Encourage all of the child's opinions, regardless of feasibility. (p. 57)

(4) Educators can help children with extremely high expectations by first establishing a trusting bond. Talk to the child about special things that he or she has done and acknowledge that there are things you cannot do. (p. 57)

(5) When children have difficulties feeling liked or accepted, have them pretend as though they are liked or fit in. Share with them things that you like about them. (p. 57)

9. Harter (1989) discusses the ways changes in students' social environment affect their self-esteem. The author believes that children recognize for themselves what is significant and place appropriate importance on situations and events in their own lives.

10. Gurney (1987) provides techniques that educators can use to change students' behavior and enhance their

self-esteem. The author encourages parents and teachers to try to change the child's perceptions by pointing out the positive aspects of the child's behavior, and by citing examples of his or her good performance. The child's self-concept will only be improved if the child truly believes and accepts the examples.

11. Ceddine (1987) discusses characteristics that may help parents and teachers recognize children with low self-esteem.

12. Pennsylvania State University's Piers-Harris Self-Concept Scale (1989) helps the educator determine the way the student feels about himself or herself.

13. Hauser (1986) discusses the nature of the adolescent self-concept. According to the author, the adolescent is more influenced by his or her peers than by his or her parents.

14. Hunt (1987) discusses self-esteem among ethnic minorities. He says that many contemporary African-American students see education and self-confidence as a way of acquiring opportunities and overcoming prejudice. According to the author, attitudes and policies that encourage ethnic minorities to develop

interest in fields such as athletics, music, art, and interpersonal skills that may lead to human services involvement, in the context of reasonable educational expectations and goals, represent the best approach to enhance self-esteem.

15. Kaplan and Pokorny (1986) discuss suicide and life threatening behavior in adolescents.

16. Marcia (1990) focuses on the domains of self and identify development.

17. Marsh (1986) describes the relation of global self-esteem to specific facets of self-concept and their importance.

18. Secord and Peevers (1990) discuss the domains of competence contributing to self-esteem.

19. Rosenberg (1989) focuses on the adolescent's self-esteem and delinquency.

20. Tesser and Campbell (1991) explain the adolescent's ability to understand himself or herself and other persons.

During the research process, the writer generated the ideas of creating activities involving diverse ethnic groups. Such activities will be field trips in and out of students' environment, games such as soccer,

basketball, and volleyball, weekly self-concept activities, and the establishment of an international month during which American, Haitian, Hispanic, and other ethnic groups' cultural activities will be taking place at the school.

While reviewing some suggestions from the literature and some approaches that have been implemented to improve students' self-concept in the classroom, the writer realized that the use of sports, self-concept activities, and field trips is a very good approach that helps the educator bring together students of diverse ethnic groups.

Evaluating Solutions

After reviewing the whole research, the writer found out that the self-concept activities compiled by Canfield and Wells (1988) and Borba and Borba (1986) are very effective in enhancing the students' self-esteem in the classroom. The use of sports, as suggested by Berne (1987), is also very effective. The use of field trips, as suggested by McIntire and Drummond (1987), is a very good way to allow the students to get together.

The writer appreciated the ideas of using weekly self-concept activities and sports that facilitated the students' interactions. The self-concept activities were group activities that provided the students with an opportunity to hear and respond to the opinions and statements of the other students. The sports approach allowed the students to become friends and more involved in the class, feeling secure in relationships. As they played together, they had a feeling of self-esteem and pride in their performance. Sports provided the students with a confidence in themselves and their ability to compete with each other. The use of field trips enabled the students to make new friends and participate in the classroom activities without fear.

Description of Selected Solution

The writer decided to try weekly self-concept activities, games, field trips, and interethnic group cultural activities.

The writer thought these approaches would work because weekly self-concept activities, games, field trips, and activities concerning students' cultural backgrounds have been proven effective in helping students recognize their self-worth, in encouraging

assimilation by researchers such as Berne (1987), Borba and Borba (1986), McIntire and Drummond (1987), and Canfield and Wells (1988).

The writer utilized all the approaches mentioned above along with the organization of an interethnic group fair at the school where people of each ethnic group brought their music, their foods, and their arts to share with each other. The writer started planning the fair by the beginning of the eighteenth week of the program's implementation.

By using self-concept activities, sports such as soccer, basketball, volleyball, and field trips, instruction centered around the students and their needs, thus involving them in the goal of improving their self-esteem. Also, utilization of each approach provided lots of opportunities and experiences that were enjoyable to the students and motivated them to participate in the classroom activities and create a positive attitude in the learning process.

The writer found that the strategies were easy to implement since all necessary materials such as balls, nets for the games, film strips and projector, television and tape recorder, were provided by the

school with no cost to the writer. The strategies were practical. They encouraged the students to get involved in new activities and experiences. The students had opportunities to explore the school and the community through the field trips, and learning became fun for them.

By using lesson plans and by observing the students' performance on all activities, the teacher was able to determine whether the students were making progress or not. The writer evaluated by giving a pretest, a midterm test, a test in the sixth month, and a posttest to the students. The writer accomplished the objectives by breaking them down and creating a time line by weeks, so that each objective was taught, tested, retaught, and retested by the end of the eight-month implementation period. The following section is a description of the objectives and activities that the writer followed during the implementation of the practicum.

Report of Action Taken

The writer taught five classes per day. Each class had 20 students. That amounted to 100 students. All the students participated in the self-esteem

program and attended one hour session per week for a 32-week period.

The writer began the practicum implementation by administering the Dade County Oral Proficiency Scale to the students to determine their fluency level in speaking English. Afterward, the teacher gave the written English pretest (Appendix A) to the students to determine their comprehension level in reading and writing English.

The students were also instructed to answer all questions on the Piers-Harris Self-Concept Scale, as the teacher read the questions (pretest). The teacher then proceeded to complete a Checklist of Behaviors on each student in the classroom as a pretest (Appendix B).

After obtaining individual results on all pretests, the teacher began the instruction of the self-concept program.

The parents of the students were informed of their children's involvement in the program and were given lists of things and worksheets they could do at home to improve their children's self-esteem and academic performance (Appendices E, F, G).

During the first week session the teacher discussed the meaning of self-esteem with the students. They viewed film strips on developing self-respect. Afterward, they broke into small groups of four to discuss the film strips. At the end of the session the students got back together in a large group for a general discussion and feedback from the teacher.

During the second week session the students familiarized themselves more with the meaning of self-concept through an objective study of how other people see themselves and how their opinions affect behavior.

They had an opportunity to think more positively about themselves. They broke into groups, and the teacher helped them conduct their discussions by giving them ideas of things they did or said that made them proud.

In the third week session the students developed a sense of identity. They understood some important past events in their lives. The teacher gave sample interview questions to each student. Each student interviewed another member of the group in front of the group.

During the fourth week session the students had an opportunity to think about and identify the things they enjoyed doing most. They did hands-on activities such

as constructing "My Favorite Things To Do Collage." They described their work at the end of the activities.

In the fifth week session the students had an opportunity to think about and express what made them happy. They constructed and shared "happiness flower" with the group.

During the sixth week session the students had an opportunity to think about the people that made them happy. They broke into small groups to discuss things that people can do to make others happy.

In the seventh week session the students had an opportunity to think about and express things that worried them. In small groups they discussed things that may worry them.

During the eighth week session the students recorded the events and feelings they experienced. In group activities they wrote and drew things that happened or things they wished would happen to them in their diaries.

In the ninth week session the students had the chance to express how they saw themselves. They drew their own portraits.

During the tenth week session the students expressed personal feelings freely. They were allowed to complete unfinished sentences.

In the eleventh week session the students had the chance to mingle with American peers and other ethnic groups in the school. The writer's students, along with some other students in the school, went on a field trip to a nearby American-Caribbean flea market where they sold American, Haitian and other Caribbean islands' goods such as paintings, foods, etc. (Appendix H).

During the twelfth week session the students used the time to correct negative behaviors. They replaced "I can't" statements with "I won't" statements.

In the thirteenth week session the students had a chance to interact with American peers and other ethnic groups in the school. The teacher met with his students and other students in the school to form a boys' soccer team, a girls' soccer team, a boy's volleyball team, a girls' volleyball team, a boys' basketball team, and a girls' basketball team.

During the fourteenth week session the students learned to give and accept appreciative feedback. In

small groups they were allowed to make only positive statements about others in the group.

In the fifteenth week session the boys' soccer team began to practice playing together. The teacher was their coach.

During the sixteenth week session the teacher helped the students enhance their relationships with peers. The teacher asked them to draw a picture of a friend, then had them explain what a friend is.

In the seventeenth week session the teacher did a brief review of all materials covered during the 16-week period. Then the students took a midterm progress test. After the test, the girls' soccer team had an opportunity to practice playing together.

By the eighteenth week of the practicum implementation the writer started planning the interethnic fair. During this week's session the teacher helped the students enhance their relationships with peers by leading a group discussion on the following questions: Do you have a best friend? Do you like to do the same things? Do you ever want to do something that he or she did not want to do? What happened? Were you still friends?

By the end of the session the midterm tests were returned corrected and graded to the students. Immediate feedback was provided and individual conferences were set up with each student to discuss the results of the tests.

In the nineteenth week session the boys' basketball team had a chance to practice playing together.

During the twentieth week session the teacher helped the students improve their skills in confronting and solving problems. The teacher had the students solve problems appropriate to them through role playing.

In the twenty-first week session the girls' basketball team had an opportunity to practice playing together.

During the twenty-second week session the teacher went on helping the students improve their skills in confronting and solving problems. The teacher had the students solve problems appropriate to them through pantomime.

In the twenty-third week session the teacher helped the boys' volleyball team practice playing together.

During the twenty-fourth week session the teacher continued to help the students improve their skills in confronting and solving problems. The teacher had the students solve "phone problems."

In the twenty-fifth week session the girls' volleyball team had a chance to practice playing together. The writer's students also took a test on all materials covered during the last seven weeks.

At the onset of the twenty-sixth week session the students received the results of their tests. Afterward the teacher broke the class into small groups and led the discussions to help the students improve their ability to make group decisions. The writer chose a picture from a magazine and had the students discuss the picture. Then they decided what the problem was.

In the twenty-seventh week of the program's implementation, the international fair took place at the school. The whole school was involved, and the activities went on during the entire day. The students

of each ethnic group had an opportunity to bring their countries' foods, music, and arts to share with each other at the fair.

During the twenty-eighth week session the teacher continued to help the students improve their ability to make group decisions. The writer chose a picture of a dog from a magazine and had the students discuss the picture and select a name for the dog.

In the twenty-ninth week the writer's students along with some other students in the school went on a field trip to the Metro Zoo. The students had another opportunity to go out and mingle with American peers and other ethnic groups in the school.

During the thirtieth week all students, faculty and staff had an opportunity to listen to a well-known Haitian community leader who was invited by the writer to come to the school and talk about self-esteem and diverse ethnic groups' relations.

In the thirty-first week session the teacher reviewed all the materials taught during the entire implementation period. On that day all students, faculty and staff had a chance to listen to a well-known American community leader who was invited by the

writer to come to the school and talk about self-concept and diverse ethnic groups' relations.

The teacher used the thirty-second week session to administer the Piers-Harris Self-Concept Scale to the students as a posttest and also to complete the Checklist of Behaviors (Appendix B) as a posttest in order to evaluate the students' improvement in self-esteem.

Afterward all students, faculty and staff had an opportunity to listen to a well-known Hispanic community leader who was invited by the writer to come to the school and talk about self-esteem and diverse ethnic groups' relations.

In the afternoon of that day the writer's students were given the Dade County Oral Language Proficiency Scale, and the teacher-made English test (Appendix A) as posttests to evaluate their academic improvement in the classroom.

The writer was very delighted to work with the students involved in this wonderful program and hoped that these students were also pleased with it and benefitted from it.

CHAPTER V

Results, Discussion, and Recommendations

The problem in the writer's class dealt with 100 ninth and tenth grade Haitian ESOL students who demonstrated bad behavior in the classroom and did not progress academically. The problem was that these students exhibited low self-esteem in the classroom. At the beginning of the program 55 of the students were in ESOL level 1, and 45 were in ESOL level 2.

In his role as an ESOL teacher, the writer realized that his students' low self-esteem problem was serious and that it needed an urgent solution. Therefore, the writer began a 32-week self-concept program for his 100 students in the hope that their problem would be solved.

The goal of this program was to improve the students' self-esteem to enable them to function in the classroom without any difficulty.

The teacher used weekly self-concept activities, games such as soccer, basketball, volleyball, along with two field trips--one to a nearby American-Caribbean flea market, and the other one to the Metro Zoo, and an interethnic group fair in order to rectify

the problem. To accomplish the program's goals and objectives, the writer also utilized the Piers-Harris Self-Concept Scale, and a teacher-made Behavioral Checklist as pre/posttests, a midterm test in the fourth month, a test in the sixth month, the Dade County Oral Language Proficiency Scale, and a teacher-made written English pre/posttest.

The approaches used by the writer have greatly improved all his students' self-esteem, and brought 55 students from ESOL level 1 to ESOL level 2, and 45 students from ESOL level 2 to ESOL level 3. The following outcomes which were projected for this practicum were very satisfying:

Outcome 1

The students will get along with their American and English-speaking Haitian peers, and other teachers.

With the weekly self-concept activities and the sports, the students were able to interact very well without any problem during the 32 weeks of implementation of the practicum. The following tables contain the students' pre/posttest results on the Piers-Harris Self-Concept Scale.

Table 2

Students' Pretest Results on the Piers-Harris Self-Concept Scale

	Pretest				
ESOL Class	No. of Students	Total No. "Highs"	ESOL Class	No. of Students	Total # "Lows"
1st	10	10	1st	10	40
2nd	11	19	2nd	9	30
3rd	9	14	3rd	11	20
4th	10	15	4th	10	35
5th	15	20	5th	5	34

Table 3

Students' Posttest Results on the Piers-Harris Self-Concept Scale

	Posttest				
ESOL Class	No. of Students	Total No. "Highs"	ESOL Class	No. of Students	Total # "Lows"
1st	10	40	1st	10	20
2nd	15	40	2nd	5	20
3rd	16	35	3rd	4	15
4th	10	30	4th	10	17
5th	18	40	5th	2	14

Outcome 2

The students will develop a good self-image.

With the sports approach, the students were able to develop confidence in themselves and compete with each other. They performed very well in the games and felt proud of themselves. Table 3 also indicates the improvement of the students' self-esteem.

Outcome 3

The students will develop a positive feeling about learning in the classroom.

With the utilization of the self-concept activities, and the sports, the students were able to change their negative feeling about learning in the classroom. They realized that if they could perform so well on the physical education field, they could also learn well in the classroom with the help of the same teacher. Table 4 indicates the improvement of the students' learning skills.

Outcome 4

The students will improve their classwork scores and test scores.

With the help of the self-concept group activities and the sports approach, the students were able to take the class works more seriously. Their speaking ability, their reading comprehension, and their writing ability have improved considerably. Their raw scores on the Oral Language Proficiency Scale posttest and their scores on the teacher-made Written English posttest indicated that they have made significant progress. The following table contains the students'

oral and written posttest scores, grades, and new ESOL levels.

Table 4

Students' Oral Posttest Scores, Written Posttest Scores, Grades, and New ESOL Levels.

No. of Students	Oral Test Score	Written Test Score Out of 100 Total	Grade	ESOL Level
30	9 pts	90	A	2
25	8 pts	70	C	2
20	11 pts	75	C	3
25	13 pts	80	B	3

Outcome 5

The students will participate without fear in all class and school activities.

With the use of the sports approach, which the students love, the self-concept activities, the field trips, and the interethnic group fair, the writer's students were able to change their attitudes toward their classmates and other students and teachers in the school. They made new friends and participated without fear in all class and school activities. The following tables contain the students' pre/posttest results on the Checklist of Behaviors.

Table 5

Students' Pretest Results on the Checklist of Behaviors

	Pretest				
ESOL Class	No. of Students	Total No. "Highs"	ESOL Class	No. of Students	Total # "Lows"
1st	10	5	1st	10	10
2nd	8	7	2nd	12	10
3rd	15	6	3rd	5	10
4th	18	8	4th	2	10
5th	16	5	5th	4	6

Table 6

Students' Posttest Results on the Checklist of Behaviors

	Posttest				
ESOL Class	No. of Students	Total No. "Highs"	ESOL Class	No. of Students	Total # "Lows"
1st	15	10	1st	5	8
2nd	10	10	2nd	10	5
3rd	16	10	3rd	4	6
4th	14	10	4th	6	7
5th	12	10	5th	8	6

The writer evaluated the students' performance by testing them. The students took the Dade County Oral test and the writer's test as pre/posttests at the beginning and at the end of the program. The Dade County Oral test measured the students' level of fluency in English, and the writer's test measured the students' comprehension at a rate of 60%.

The students also took a midterm test in the fourth month, and a test in the sixth month. All tests were corrected, graded, reviewed by the writer, and returned to the students. The students were always informed of their progress, achievements, strengths, and weaknesses during the entire program.

At the end of the thirty-second week of implementation, the students took the Dade County Oral posttest, the Written English posttest, the Piers-Harris Self-Concept posttest, and the Behavioral Checklist posttest. The students' scores on the pretests and the posttests were compared to determine whether they have improved or not.

The comparison of both oral pre/posttests revealed that the students' fluency levels were very low at the beginning of the program, with scores on the pretest of five points to nine points, and that they have improved considerably with scores on the posttest of eight points to 13 points. Fifty-five students have moved from ESOL level 1 to ESOL level 2, and 45 students have moved from ESOL level 2 to ESOL level 3.

The written posttest scores were also encouraging. The comparison of both written pre/posttests revealed

that the students' entry level knowledge of English was very low, with scores on the pretest of 43% to 50%, and that they have improved considerably with scores on the posttest of 70 points to 90 points over 100 points.

In order to move from ESOL level 1 to ESOL level 2, a student must earn at least a score of six points on the oral test. A student must earn at least a score of 10 points on the oral test in order to move from ESOL 2 to ESOL 3. A student was also required to attain at least a 60% written posttest score in order to complete the program successfully.

Thus, it is obvious that the program's results were satisfying by looking at the posttests' scores. The following table contains the students' posttest scores and their new ESOL levels.

The comparison of the students' pre/posttests results on the Piers-Harris Self-Concept Scale also revealed that the students' self-esteem has improved.

In the first ESOL class the total number of "highs" has increased from 10 in the pretest to 40 in the posttest. In the second ESOL class the total number of "highs" has increased from 19 in the pretest to 40 in the posttest. In the third ESOL class the

total number of "highs" has increased from 14 in the pretest to 35 in the posttest. In the fourth ESOL class the total number of "highs" has increased from 15 in the pretest to 30 in the posttest. In the fifth ESOL class the total number of "highs" has increased from 20 in the pretest to 40 in the posttest.

In the Piers-Harris Self-Concept Scale there are 80 statements. Forty statements indicate high self-esteem, and 40 statements indicate low self-esteem. The amount of increase in the total number of "highs" for each ESOL class indicates that the students' self-esteem has improved.

The comparison of the students' pre/posttests results on the Checklist of Behaviors also revealed that the students' classroom behavior has improved.

In the first ESOL class the total number of "highs" has increased from five in the pretest to 10 in the posttest. In the second ESOL class the total number of "highs" has increased from seven in the pretest to 10 in the posttest. In the third ESOL class the total number of "highs" has increased from six in the pretest to 10 in the posttest. In the fourth ESOL class the total number of "highs" has increased from

eight in the pretest to 10 in the posttest. In the fifth ESOL class the total number of "highs" has increased from five in the pretest to 10 in the posttest.

In the Checklist of Behaviors there are 20 statements. Ten statements indicate high or good behavior, and 10 statements indicate low or bad behavior. The amount of increase in the total number of "highs" for each ESOL class indicates that the students' behavior has improved.

Discussion

How the Writer Felt About the Whole Experience

All the outcomes projected for this practicum were met. Therefore, the writer felt very pleased with the results he has obtained. He felt proud of his students and of himself. However, even though the students have produced successful results, the writer thinks that they still need more instructions in self-esteem improvement and in positive classroom behavior.

Therefore, the writer plans to continue this wonderful program with the students that he presently has and other future students. Even if the outcomes were not met, or if some of the students did not

accomplish the program goals and objectives, the writer would continue the program activities until all the students are able to successfully pass the posttests.

In any event, the program was enjoyable to the teacher and the students. The teacher was happy about the whole experience and felt very proud of his work and of his students' performance.

The Writer's Opinions About Why What He Did Worked

The writer thinks that his students have produced satisfactory results because the approaches which he used were enjoyable to them and encouraged them to learn in the classroom.

The students enjoyed the self-concept activities which facilitated them to interact with each other. These weekly group activities provided them with a chance to hear and respond to the opinions and statements of the other students.

The students loved the sports approach. The games such as soccer, basketball, and volleyball made them come to school regularly every day. In playing together, the students became friends, acquired new friends, and were motivated to get more involved in the

classroom activities. The more they played together, the more they felt secure in relationships. They liked themselves more and felt proud of their performance. The sports approach really provided the students with a confidence in themselves and their ability to compete with each other.

Along with the self-concept activities and the sports approach, the utilization of film strips, tape recorder, and television viewings was also fun for the students and helped increase their speaking and listening skills during the program implementation.

Finally, the use of field trips and the interethnic group fair provided the students with opportunities to explore the community and the school. The students were able to make new friends, to participate in class activities without fear, and to learn without difficulty.

Recommendations

The self-concept group activities and the sports approach were the main factors which made the writer's program a success. The writer feels proud and delighted to recommend to other colleagues in the teaching profession the following teaching techniques:

1. Self-concept group activities which gave to the students an opportunity to think more positively about themselves. They appreciated very much these activities.
2. The sports approach which taught the students how to work harmoniously in peace. The games helped them develop and maintain a sense of identity, a sense of dignity and self-respect. The students loved the games.
3. The utilization of film strips, tape recorders, and television viewings which helped the students enhance their speaking and listening skills. It was fun for them.
4. The use of field trips and the interethnic group fair which gave to the students an opportunity to mingle with American peers and other ethnic groups in the school and to appreciate each other's cultural backgrounds.
5. To use the writer's approaches, or to offer in each school some type of sports program such as basketball, or volleyball, or soccer, whichever the students enjoy playing best.

Dissemination

The self-esteem problem is a problem which is common in classes with limited English proficient Haitian students. Therefore, the writer intends to continue using his approaches with his current students and other future students during the rest of his teaching career.

Since the problem is so common and widespread in schools where there are limited English proficient Haitian students, the writer publicized the program as follows:

1. Held a meeting with other teachers of his school to share the results of his program.
2. Made a copy of the practicum final report and placed it in the school media center for future teacher reference.
3. Met with parents of the students involved in the program to share the program results.
4. Requested a meeting with the administrators of his school and the district superintendent to discuss the utilization of the program on a larger scale.

5. Wrote a review of the program for an article in the "Educational Leadership" journal.

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APPENDICES

APPENDIX A

WRITTEN ENGLISH PRE/POSTTEST

APPENDIX A

WRITTEN ENGLISH PRE/POSTTEST

1 Point Each

A. Change to negative form:

1. I am a teacher. (Ex: I am not a teacher.)
2. This is a book. _____
3. We are students. _____
4. Two and three are six. _____
5. John is a teacher. _____
6. Mr. Smith is a student. _____
7. She is a man. _____
8. This is a good book. _____
9. They are students. _____
10. John and Mary are good students. _____

B. Change to question form.

1. She is a student. (Ex: Is she a student?)
2. We are good students. _____
3. John is busy. _____
4. Mr. Smith is a teacher. _____
5. Four and two are six. _____
6. Mary is a woman. _____

7. Mr. and Mrs. Smith are busy. _____
_____

8. They are teachers. _____

9. John is a student. _____

10. I am busy. _____

C. Give the plural form of the following:

1. One book, two _____

2. One table, two _____

3. One man, two _____

4. One chair, two _____

5. One teacher, two _____

6. One pencil, two _____

7. One woman, two _____

8. One student, three _____

9. One boy, three _____

10. One pen, two _____

<u>One Point Each</u>

D. Fill in the blanks with <u>a</u> or <u>an</u>:

1. My teacher is _____ American.

2. Mr. Lopez is ____ Spaniard.

3. John is ____ student.

4. I ate ____ apple.

5. Yesterday I bought ____ sandwich.

6. I ate ____ egg.

7. He is _ . good student.

8. This is ____ old book.

9. There is ____ man in the office.

10. There is ____ orange on the table.

E. Supply the present progressive form of the verbs in parentheses:

1. John _____ (do) his homework now.

2. Look! It _____ (snow).

3. I _____ (read) the New York Times.

4. Mary _____ (play) the piano now.

5. John _____ (smoke) a cigarette now.

6. William _____ (prepare) his lessons now.

7. I _____ (read) a very good book at present.

8. Helen _____ (write) on the blackboard.

9. We _____ (speak) English now.

10. The teacher _____ (talk) with Henry and Helen.

F. Supply the opposite of the following words:

1. Big _____
2. Tall _____
3. Good _____
4. Happy _____
5. Push _____
6. Run _____
7. Ugly _____
8. Dirty _____
9. Moon _____
10. Asleep _____

G. Fill in the blanks with the correct preposition: (in, on, or at.

1. I live _____ 29th Street.

2. The blackboard is _____ the wall.

3. John lives _____ New York.

4. The train leaves _____ 10:00 o'clock.

5. She lives _____ that house.

6. The books are _____ the desk.

7. We live _____ the second floor.

8. They sit _____ the table every day.

9. It is _____ 5612 Park Street.

10. The pencils are _____ the drawer.

H. Fill in the blanks with <u>this</u> or <u>these</u>:

1. _____ book is mine.

2. _____ apples are not good.

3. _____ gentleman wishes to see you.

4. _____ books are not interesting.

5. _____ magazine belongs to you.

I. Fill in the blanks with <u>that</u> or <u>those</u>:

1. _____ pencil on the desk is not mine.

2. Whose books are _____?

3. _____ book belongs to the teacher.

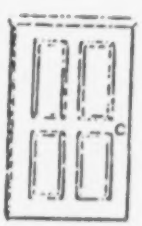
4. _____ chairs are not comfortable.

5. _____ men in the office are my friends.

<u>One Point Each</u>

J. Look at the pictures, then answer.

1. What is this?



_____

2. What is this?

_____

3. What is this?

_____

4. What is this?

_____

5. What is this?

_____

6. What is this?

_____

7. What is this?

_____

8. What is this?

_____

9. Is this a hat or a book?

_____

10. Is this a table or a glove?

_____

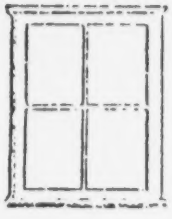
11. Is this a suit or a door?

_____

12. Is this a shoe or a pencil?

_____

13. Is this a chair or a window?



_____

K. Write the days of the week.

14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Appendix B

Checklist of Behaviors

Appendix B

Checklist of Behaviors

Self-Esteem				
High	Low		Yes	No
		1. Has difficulty making friends		
		2. Very shy when speaking in front of class		
		3. Needs constant approval from teacher		
		4. Bragging unnecessarily		
		5. Seldom laughs		
		6. Fears new situations		
		7. Ignores own rights		
		8. Constantly says "I can't do that"		
		9. Starts fights with others		
		10. Always needs to be told what to do		
		11. Excessive crying		
		12. Appears to be sad or unhappy		
		13. Loses temper easily		
		14. Volunteers to answer questions		
		15. Sloppy dresser		
		16. Extremely bossy		

Appendix B

Self-Esteem				
High	Low		Yes	No
		17. Tattles constantly on others		
		18. Avoids eye contact with others		
		19. Offers new ideas		
		20. Always gives gifts to other students		

APPENDIX C

PRACTICUM IMPLEMENTATION/LOG FORM

APPENDIX C

PRACTICUM IMPLEMENTATION/LOG FORM

Date	Time	Location	Event	Description

APPENDIX D

DESCRIPTION OF ESOL LEVELS

APPENDIX D

Description of ESOL Levels

Level 1

It is a level in which the learner has very little or no comprehension of English. It is also called a Non-Independent level, and the learner usually needs an interpreter.

Level II

It is a Mid-Intermediate level where the learner begins to understand vocabulary and spoken English.

Level III

It is an Intermediate level in which the learner is able to manage pretty easily in English without the help of an interpreter.

Level IV

It is a Mid-Independent level where the learner is able to express himself fluently, and comprehend spoken English. However, the learner needs more vocabulary and more practice with regard to the use of grammar.

Level V

It is an Independent level in which the learner exits the ESOL program after passing the Michigan Oral Language Proficiency Test.

APPENDIX E

LETTER TO PARENTS

APPENDIX E

LETTER TO PARENTS

Dear Parents:

This letter is to inform you that your son/daughter is participating in a self-esteem improvement program with his/her teacher, which will enable him/her to develop a good self-image and a more positive feeling about school.

I am also enclosing suggestive lists of things that you can do at home to help your son/daughter develop a good self-image and a more positive feeling about school.

Please feel free to contact me if you have any questions.

Sincerely,

Joseph C. Bien-Aime

APPENDIX F

CHECKLIST FOR PARENTS

APPENDIX F

Checklist for Parents

HOW CAN I HELP MY CHILDREN DO BETTER IN SCHOOL

Parents can do much to help their children do better in school. Following are 20 ways in which parents can become "partners in learning" with their children's school. These suggestions take no educational training - they do take time. Time well spent for both you and your children.

1. Keep Your Children Healthy - seeing, hearing, and feeling well are essential to learning.

2. Talk With Your Children - talk naturally, the more words children hear and say, the easier it is for them to learn to read.

3. Listen To Your Children - encourage them to talk about their activities.

4. Praise Your Children - praise reinforces learning - praise them when they succeed, help them when they are having problems.

5. Be Patient - if you find yourself "losing your cool," just stop and do something else for awhile.

6. Avoid Comparing Children - every child is unique.

7. Provide a Quiet, Well-Lighted Spot - for your children to do their homework.

8. Schedule Home Study - on a regular basis - no homework? have them read a book.

9. Set a Bedtime - and stick to it.

10. See That Your Children's School Attendance is Excellent - it is hard for a student to catch up after being out.

11. Know How Your Children Are Doing In School - find out how you can help - contact your children's teachers.

12. Make Family Mealtimes Meaningful - don't allow T.V. to interfere with family communication.

13. Make Television Your Helper - not your master.

14. Take Your Children Places - and talk to them on the way.

15. Read With Your Children - and welcome questions they ask. They are making the connection between what they know and the new material.

16. Help Your Children Read - tell them the words they don't know so they can keep interested in the story.

17. Have Your Children Read - a story to you. After they have, read it to themselves.

18. Listen As They Tell You - what they have read.

19. Provide Reading Material At Home - cereal boxes, newspapers, public library books, record album covers.

20. Give Your Children Books - they make perfect gifts - paperbacks, magazine subscriptions.

SOMETHING TO THINK ABOUT:

TEACH YOUR SON/DAUGHTER
"THE MAGNIFICENT SEVEN"

The way we talk to others determines the way they feel about us. Polite speech is a sure sign of good manners. Rudeness gives people a bad impression of us. Which of these rules of conversation do you think are important to remember and practice?

1. When someone speaks to you, look at that person.

2. When asking someone to do a favor for you, say "please."

3. When receiving a favor or a compliment, say "thank you."

4. When you are with more than one person, do not whisper.

5. When you are close to a person or in a crowd, do not shout.

6. If people are already talking, do not interrupt, unless it is an emergency.

7. If you do not have anything nice to say about someone, do not say anything at all.

Dear Parents,

Psychologists doing research in the area of adolescents' self-esteem are discovering a strong correlation between self-image and academic success. There are many things that you can do to help your son/daughter develop a good self-image and a positive feeling about school. Here are a few ideas:

1. Since adolescents feel more secure when they know a few of their classmates, you might invite one classmate to play at your home with your son/daughter. To insure a successful playtime, watch them closely (from a distance) so that you know when you should take the guest home.

2. Talking in front of groups is difficult for many of us. If you know that a special sharing or report day is coming up, help your son/daughter practice at home first. If remembering details is a problem, help your son/daughter make a picture or word outline to speak from.

3. Help your son/daughter see school progress. When work folders come home, be sure to find a quiet moment for your son/daughter to show you the work. Point out any areas of improvement you notice. Your son/daughter can then select a few special papers to be pasted in a Work Scrapbook to be reviewed proudly again and again. You may wish to keep all of your son/daughter's folders in a special Work-Folder Box. Old papers come in handy during conference times when you are reviewing your son/daughter's progress.

4. Awards are so special to students. during the year, our class will be presenting lots of well-deserved certificates. Set aside a special place of honor for your son/daughter to display awards and certificates at home. A bulletin board, a scrapbook, or a special drawer are a few places where awards can be kept to be referred to proudly over and over again.

5. Provide your son/daughter with a tape recorder and a blank tape. every week your son/daughter may record a favorite poem just memorized or read a favorite passage from a book being read. Watch the expressions of joy when your son/daughter compares earlier readings with the latest ones! The tape recorder will help your son/daughter see his/her own growth.

Happy learning!

APPENDIX G

SAMPLES OF CLASS WORKSHEETS AND HOMEWORK

APPENDIX G

Supply the correct form of the verb in parentheses: present tense simple or present tense progressive.

1. John _____ (come) here every day.
2. John _____ (come) here now.
3. Mr. Smith _____ (smoke) very much.
4. Mr. Smith _____ (smoke) a cigarette now.
5. John always _____ (walk) to school.
6. John and Mary _____ (walk) to school now.
7. The wind _____ (blow) very hard now.
8. The wind _____ (blow) very much in autumn.
9. Mary _____ (play) the violin well.
10. Mary _____ (play) the piano now.

Fill in the blanks with the correct preposition: in, on, at.

1. Helen lives _____ Miami.
2. He is _____ the bus station.
3. The students are _____ the cafeteria.
4. Your books are _____ the desk.
5. How many chairs are there _____ the room?
6. The drugstore is _____ Biscayne Boulevard.
7. The teacher is writing _____ the board.
8. The restaurant is ____ 6620 N.E. 5th Avenue.
9. We all live _____ the United States.
10. Does the train leave _____ 7:00 o'clock?

Fill in the blanks with the correct form of the verb to be:

1. I _____ a teacher.
2. John _____ a teacher.
3. William _____ a student.
4. This _____ a book.
5. This _____ not a pencil.
6. John and Mary _____ students.
7. Two and three _____ five.
8. We _____ students.
9. John _____ a man.
10. Mr. and Mrs. Smith _____ busy.

Change the following sentences to negative and interrogative form:

1. They are good students.
2. He is my teacher.
3. John and Mary are students.
4. He is a good teacher.
5. This is my pencil.
6. Mr. Smith is in his office.
7. We are teachers.
8. This is John's office.
9. This is their classroom.
10. They are in the office.

Put the correct Indefinite Article (**A** or **An**) before these words:

1. _____ pencil
2. _____ apple
3. _____ egg
4. _____ envelope
5. _____ orange
6. _____ hour
7. _____ honest man
8. _____ house
9. _____ easy exercise
10. _____ banana

Supply the opposite of the following words:

1. Cold _____
2. Man _____
3. Beautiful _____
4. Go _____
5. Little _____
6. Day _____
7. Pull _____
8. Dark _____
9. Boy _____
10. Clean _____

Fill in the blanks with **This** or **These**:

1. _____ letter is for you.
2. Please mail _____ letters for me.
3. Do you know _____ boy?
4. _____ girls are Mr. Smith's daughters.
5. _____ room is too small for our group.
6. May we use _____ rooms today for our lessons?
7. _____ pictures are quite beautiful.
8. _____ oranges are sweet.
9. _____ bananas are green.
10. _____ girl is intelligent.

Fill in the blanks with **That** or **Those**:

1. _____ men are not my friends.
2. _____ chairs are brown.
3. _____ pictures on the wall are a little too large.
4. _____ rooms are very dark.
5. _____ flower is beautiful.
6. _____ book is not interesting.
7. Will you please mail _____ letters on the table?
8. _____ restaurant across the street is not good.
9. I do not like _____ sandwiches which we had for lunch.
10. _____ classroom is very small.

Read the following story and answer the question:

The Haitian People and the United States' Independence War

Did you know that there were some Haitians who went to Savannah, Georgia, to help in the fight for U.S. independence?

After Benjamin Franklin secured assistance from France, Count d'Estaing was sent to Saint Domingue--Haiti's name under French occupation--to recruit soldiers. A battalion of 1,500 free Haitians volunteered and fought valiantly in the Battle of Savannah. Among them was Henri Christophe, who later became a hero of Haiti's own independence war. Haiti became independent in 1804, 28 years after the U.S. Declaration of Independence and after several years of bloody battles against French troops.

Many Americans do not know that the red lines of the starry flag also symbolize Haitian blood shed for American freedom.

Question

Explain how you feel to know that some of your ancestors volunteered to go to Savannah to help George Washington fight for the Independence of the United States.

Read the following story and answer the questions.

The Creation of the Haitian Flag

In 1803 during the Haitian Independence War against the French, the leaders of the revolted slaves, willing to establish their identity, decided to create a special flag for the Haitian army. At that time Haiti was a French colony. The French people named it Saint Domingue. So, it was the French flag that was there with three colors such as blue on the top, white in the middle, and red at the bottom. This flag symbolized to the Black people the union of the three classes of people that made up the colony's population: the Whites, the Yellows, and the Blacks. The Yellows were the children of White and Black parents.

On May 18, 1803, General Dessalines met in Arcahaie with some officers of the Haitian army. He took the French flag and tore the white color out of it. He then joined the blue with the red symbolizing to the Haitians the alliance of the African with his descendants. A lady named Catherine Flon sewed up the two strips vertically. General Petion drew on a small square piece of white fabric a military trophy framed with a palm tree that has a phrygian cap on its top. At the bottom of the trophy he wrote: "Union makes strength." He then placed it in the center of the bicolor flag. That was how the Haitian flag was created.

Every year Haitians celebrate their flag's day on May 18.

Questions

1. What was the name of the republic of Haiti when it was occupied by the French?

2. What color was the French flag?

3. What did the French flag symbolize to the Haitian people?

4. What was the origin of the yellow people in Saint Domingue?

5. On what date was the first Haitian flag created?

6. Explain how it was created.

7. What was the name of the lady who helped sew the two colors of the Haitian flag?

8. What color is the Haitian flag now?

9. How do you feel about your country's flag?

10. What do the colors of the Haitian flag symbolize to the Haitian people?

11. Who drew a military trophy in the center of the flag?

12. What is written at the bottom of the trophy?

Read the following story and answer the questions:

ALEXANDRE PETION, FATHER OF THE PANAMERICANISM

What is Panamericanism?

The Panamericanism is the movement leading to improve and to develop the relations of the american Republics among themselves. Alexander Petion, a politician, one of the great heroes of the Haitian Independence War, started this movement.

He was born free in Port-Au-Prince in 1770. His mother was a black woman slave who became free and his father, a french colonist. In his younger age, he was sent to France to get some education. Haiti was then a french colony and was called St. Domingue.

Although Petion did not suffer any of the mistreatments and the atrocities of the french settlers against the slaves, he demonstrated a great love for the freedom and the Independence of his people. Coming back from France in october 1802, he deserted the French and joined general Dessalines, head of the revolted slaves, to take part in the national liberation movement. In may 1803, he contributed

to the creation of the first haitian flag, with colours red and blue, symbolizing to us the alliance of the African with his descendants.

He was an educated man, a remarkable artilleryman. He fought with courage to realize the liberation of the haitian people which was celebrated on january 1, 1804. General Dessalines became the first head of the new nation.

After Dessalines's death on october 17, 1806, Petion was elected president of Haiti by the senate on march 9, 1807. During his presidency he made of Haiti a republic and gave it its constitution in 1816. He taught the whole spanish America how to obtain its freedom. After Haiti became independent, people in the spanish colonies of South America thought seriously about getting their own independence too. Two men from Venezuela, Miranda and Simon Bolivar, started a revolution in Latin America. Beaten several times by the colonial spanish armies, they took refuge in Haiti. There they met President Petion and asked him for his help. Petion, kind, always ready to help, gave them lots of weapons, ammunitions, men and good advices to fight their war.

They went back to Venezuela with many young haitians, advertures' lovers, and started applying Petion's tactics. Then, thanks to the haitian's help and to his great energy, Simon Bolivar became victorious and was called the Liberator of Latin America.

He proclaimed the independence of Venezuela, Colombia, Peru, Bolivia and Ecuador. Bolivar profited from Petion's long political experience and recommended for his liberated countries some constitutions modeled on the haitian's constitution of 1816.

Grateful, Bolivar called Petion "the author of South America's liberty and the father of the Panamericanism." President Petion died of yellow fever on march 29, 1818. Because of his kindness, all haitians as well as many other latin americans, mourned his passing away.

Questions

1. What do you think of President Petion's help to Miranda and Bolivar?

2. How do you feel to know that one of your ancestors started the movement of Panamericanism?

Read the following story and answer the questions:

Mazora

One day while I was in a restaurant in the city of Saint Marc, a very ugly man named Mazora came in and began to look at himself in the mirror.

"Why are you looking at yourself in the mirror, since you will not like your face?" I said slowly to him.

The terrifying man answered me: "Sir, I like myself the way I am. All men are equal before God and before the law; thus, I have the right to look at myself in the mirror; with pleasure or displeasure, that regards my conscience alone. Being alive is the best thing in life. It does not matter how one looks, since one can live; life is all that counts."

No doubt I was right, as far as his ugliness was concerned; but as regards the Logic and the Law, he was not wrong.

Questions

1. Do you think the author has the right to tell Mazora that he will not like his face when he sees it in the mirror?

2. What do you think of Mazora's self-esteem? According to his answer, does he have a high or a low self-esteem?

APPENDIX H

PERMISSION SLIP FOR FIELD TRIP

PARENT PERMISSION FORM — FIELD TRIP

ield trips are not mandatory. They are designed to enhance curriculum, to encourage student participation in extra-urricular activities, and to serve as community service projects.

SECTION I. IDENTIFYING INFORMATION

SCHOOL _____ DATE _____

TUDENT'S NAME _____ ID NO. _____ GRADE/HR _____

SECTION II. NOTIFICATION TO PARENT

_____ is planning a field trip for _____
(Teacher's Name) (Group/Subject)

o _____ . The purpose of the trip is _____

_____

Mode of Transportation _____ Name of Carrier _____

DEPARTURE _____ Date _____ Approximate Time

RETURN _____ Date _____ Approximate Time

— *The above time schedule and/or personnel may be changed due to unforeseen circumstances.* —

Cost of Field Trip _____ Please Note _____

PLEASE KEEP THE TOP PORTION FOR YOUR INFORMATION.
RETURN THE BOTTOM PORTION TO THE TEACHER.

SECTION III. PARENT/GUARDIAN'S WRITTEN PERMISSION TO PARTICIPATE IN ACTIVITY

hereby give permission for my child _____ to participate in the field trip to _____

_____ . I have completed the EMERGENCY CONTACT

IFORMATION in Section IV (see below).

IGNATURE OF PARENT/GUARDIAN _____ DATE _____

ease check (√) one. I can ☐ I cannot ☐ serve as a chaperone if needed. My child will not be going on the trip. ☐

SECTION IV. EMERGENCY CONTACT INFORMATION

. Name of parent/guardian _____

. In case parent/guardian cannot be reached, please contact _____
(Name)

Relationship _____ Telephone No. _____

. Physician's Name _____ Telephone No. _____

2. Parent/Guardian Phone No(s).
Residence: _____
Business: _____

. Only if applicable, complete the following:

a. My child has the following medical problem _____

b. My child takes the following medications regularly _____

c. My child has the following allergies _____

I AUTHORIZE MEDICAL TREATMENT FOR MY CHILD IN CASE OF ACCIDENT OR ILLNESS WHILE ON THE TRIP.

PARENT/GUARDIAN SIGNATURE _____ DATE _____